DOCUMENT RESUME

ED 260 668 HE 018 663

AUTHOR Mishler, Carol; Moss, Frederick
TITLE Saturday Class Program at UWC-Waukesha County.
INSTITUTION Wisconsin Univ., Green Bay. Assessment Center.
PUB DATE May 85
NOTE 42p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Students; College Students; Continuing Education; Extension Education; Females; Higher Education; Institutional Research; *Nontraditional Students; Questionnaires; Reentry Students; School Schedules; State Universities; Student Attitudes; *Student Characteristics; *Weekend Programs
IDENTIFIERS *University of Wisconsin Center Waukesha County

ABSTRACT

Preferences of students who take a Saturday class at the University of Wisconsin Center-Waukesha County were determined through a spring 1985 survey. Of the 185 Saturday students, 158 completed the survey. Findings include: the majority of the Saturday students are nontraditional-aged students, employed full time, and about two-thirds are women; Saturday students are a combination of continuing students, new students, and students who have stopped out for at least a semester; continuing students are carrying more credits with the expanded Saturday program, compared to their fall 1984 semester load; most Saturday students have plans for at least a bachelor's degree; these students are returning to campus during the week to take other courses in the daytime or evening, but few have enrolled in two Saturday classes; Saturday students preferred Saturday morning class times over other possibilities; most respondents intend to take another Saturday class; most want a greater variety of courses offered on Saturday; and the timetable mailer is the most effective method of informing students about the Saturday program. Based on the survey responses, 11 recommendations about the Saturday program are offered. The questionnaire is appended, along with student suggestions. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED260658

Saturday Class Program

At UWC–Waukesha County

Wisconsin Assessment Center

May 1985

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Wisconsin Assessment Center

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

IR 011 963

About the Wisconsin Assessment Center

The Wisconsin Assessment Center, located at the University of Wisconsin-Green Bay, conducts studies of adult students at University of Wisconsin campuses. Since 1980, when UW System administrators asked the Wisconsin Assessment Center to investigate issues related to adult students, the Center has launched a variety of studies to enhance understanding of this increasingly important--and new--college clientele.

The Wisconsin Assessment Center is housed within the Office of Educational Research and Development at UW-Green Bay. Created in 1976 as a Systemwide resource center for the assessment, measurement, and testing associated with nontraditional learning, the Center conducted statewide conferences and consulted throughout the late 1970s with UW campus personnel on the assessment of students' prior learning. This work paved the way for the expansion of the Wisconsin Assessment Center's mission to include study of the adult student.

Table of Contents

		Page
Highlights		
I.	INTRODUCTION	1
	The Saturday Program at UWC-Waukesha County	1
	Questions Addressed	2
II.	METHOD	4
	Administering the Questionnaire	4
	Students Surveyed	4
III.	RESULTS	5
	Characteristics of Saturday Students	5
	Educational Background of Saturday Students	5
	Patterns of Attending Class and Future Plans	7
	Student Preferences	9
	For Saturday Classes in General	9
	For Class Times Other Than Saturday	10
	For Weekend Times	11
	For Time of Day on Saturday	11
	For Combining Saturday Classes with Others	12
	For Courses	13
	Perceived Problems and Benefits of Saturday Program	14
	Marketing Information	16
IV.	CONCLUSIONS AND RECOMMENDATIONS	19
	Review of Findings	19
	Recommendations	20
	Implications for Other UW Campuses	24
APPENDIX A - Saturday Class Survey Form		25
APPENDIX B - Free Responses (Question #32)		29
APPENDIX C - Supplementary Survey of Evening Students		33

Highlights

Students taking a Saturday class at UWC-Waukesha County in Spring 1985 were surveyed about their participation in and preferences for Saturday classes. Of the 185 Saturday students, 158 (86%) completed the survey.

+ The majority of the Saturday students are non-traditional aged students, employed full time. About two-thirds are women.

+ Saturday students are a combination of continuing students, new students, and students who have stopped out for at least a semester.

+ Continuing students were carrying more credits with the expanded Saturday program than they had in the Fall 1984 semester.

+ Most Saturday students have plans for at least a bachelor's degree.

+ Most Saturday students are returning to campus during the week to take other courses in the daytime or evening. Few have enrolled in two Saturday classes.

+ Saturday students showed a preference for Saturday morning class times over other possibilities. Traditional day or late afternoon times are impossible for most of them.

+ Most Saturday students say they intend to take another Saturday class; they wrote many favorable comments about the program.

+ Overwhelmingly, Saturday students want to see a greater variety of courses offered on Saturday, including, in particular, math courses.

+ The timetable mailer was by far the most effective method of informing students about the Saturday program.

+ Eleven recommendations for the Saturday program were made as a result of examining the survey data.

SATURDAY CLASS PROGRAM AT UWC-WAUKESHA COUNTY

I. INTRODUCTION

In Spring 1985, UWC-Waukesha County expanded its program of Saturday classes from two or three per semester to ten and approached the Wisconsin Assessment Center for help in evaluating the expanded program. This report describes the results of a survey of students who enrolled in the Saturday classes offered in Spring 1985. The evaluation project was a joint effort of the Wisconsin Assessment Center and the Associate Dean's office at UWC-Waukesha County. It was undertaken not only to judge the success of Saturday classes, but to provide information for improving the Saturday class program.

The Saturday Program at UWC-Waukesha County

UWC-Waukesha County has been offering two or three Saturday classes each semester since Spring 1982. Although they were not heavily publicized, enrollments were strong enough to suggest that an expanded program of classes might interest many students. Survey data from weekday students also suggested a need for more and varied Saturday courses. As a result, the expanded Saturday program was launched in Spring 1985.

The expanded program consisted of ten courses and was not limited to the arts and communications courses previously offered. Figure 1 shows the courses in the expanded program. Two non-degree credit courses, one on learning skills and one on writing skills, were also scheduled but cancelled because of low enrollment. As Figure 1 shows, most courses were also offered during the week.

Figure 1. Saturday Courses, Spring 1985

Course	Credits
Art 112, 131, 231, 232, 239 (all in one class)	3
Anthropology 105 - Introduction to Human Biology *	4
Business 201 - Introductory Accounting	3
Communication Arts 103 - Public Speaking	3
Zoology 155 - Human Sexuality and Reproduction *	3
Computer Science 110 - BASIC	3
English 101 and 102 - Composition	3
English 200 - English Literature	3
Psychology 560 - Child Psychology	3
Meteorology 100 - Weather and Climate *	3

*Offered only on Saturday

As part of the Saturday program, support services were expanded to accommodate Saturday students; whereas the library already had extensive Saturday hours, the business office and student services offices added hours on selected Saturdays. Promotion for the program from November through January included timetable mailers, fliers, and advertising in newspapers and on the radio.

The Saturday program was intended to serve (1) continuing students who can come only on Saturday or prefer Saturday, (2) students who have attended college before but dropped out, and (3) new students. It was expected that continuing students would be able to take more credits during the semester because the Saturday classes would add another opportunity, or even two, for class attendance.

Questions Addressed

The questions addressed by the present study were:

1. What are the characteristics of Saturday students?
2. Is there evidence that the Saturday program is simply drawing students away from weekday and evening classes?
3. What are the preferences of Saturday students concerning future Saturday course offerings and weekend scheduling?

4. What are the future degree plans of Saturday students?

5. How satisfied are the students with the Saturday schedule? What problems and benefits do they experience? What would they like to see changed?

6. Which of the marketing and promotion efforts are most effective?

7. What conclusions and recommendations can be made? Are there implications for other UW campuses?

To answer these questions, all students in Saturday classes in Spring 1985 were surveyed.

II. METHOD

A four-page questionnaire was designed by the Wisconsin Assessment Center. Although pilot testing was not feasible, many of the items on the questionnaire (particularly the demographic items) have been used in other Wisconsin Assessment Center surveys. The questionnaire (Appendix A) was reviewed by personnel at UWC-Waukesha County and the Wisconsin Assessment Center and revised. It covered the major areas of interest in this study: students' background, preferences, plans and level of satisfaction with the Saturday program, plus several free response items.

Administering the Questionnaire

The questionnaire was duplicated at UWC-Waukesha County and a copy for each student distributed to faculty teaching the ten Saturday classes for administration on February 2. Although that was only the second meeting of each class, the survey was conducted early in the semester so that the data could be used in making decisions about the Fall 1985 Saturday program. Thus, while it would have been desirable for the students to have experienced Saturday classes for a longer period before giving their opinions, it was more desirable to have the information when it could be used.

Students Surveyed

All students in a Saturday class were asked to complete the questionnaire. Students who had completed the survey in another Saturday class did not fill out more than the first three items again; there were only ten such students.

A total of 158 students completed the survey. The number is slightly smaller than the total enrollment of 185 for Saturday classes in Spring 1985, primarily because of absences. Nevertheless, responses were received from 86% of the 185 students that records show were enrolled in a Saturday class at UWC-Waukesha County in Spring 1985.

III. RESULTS

Characteristics of Saturday Students

Table 1 reveals the type of students the Saturday program is serving.

TABLE 1
CHARACTERISTICS OF SATURDAY STUDENTS
(N=158)

Characteristic	Percentage*	Characteristic	Percentage
Age		**Employment**	
Less than 22	20	Full time	58
22-24 years	16	Part time (20-34 hrs)	16
25-29 years	22	Part time (1-19 hrs)	12
30-34 years	18	Homemaker	9
35+ years	25	Unemployed	5
Sex		**Distance Traveled to Class**	
Male	36	1-5 miles	35
Female	64	6-10 miles	20
		11-15 miles	19
Marital Status		16-20 miles	17
Single	47	Over 20 miles	10
Married	53		

*Percentages are calculated after excluding people taking two Saturday classes.

Only 20% of these students are traditional-aged students younger than age 22. The huge majority are adult students, with only one-fourth 35 or older: thus the majority of students are between 22 and 35.

Most of the students (58%) are employed full time. Only 9% describe themselves as homemakers, a very low percentage compared to those in other studies of adult students. About two-thirds of the students are women, whereas in the total campus enrollment women exceed men by only 53% to 47%. Most of the students live fairly close to the Saturday class site.

Educational Background of Saturday Students

Who are the Saturday students in terms of educational background? Students were asked how many credits they had completed at or transferred in to UWC-Waukesha County. Table 2 shows that most of the students have

completed some college credits, which is typical of adult students enrolled in college. However, 22% had completed no credits and thus were taking a college course for the first time. These students comprise one of the two categories of new students drawn into the Saturday program.

TABLE 2
EDUCATIONAL BACKGROUND OF SATURDAY STUDENTS
(N=158)

Characteristic	Percentage	Characteristic	Percentage
Credits Completed		**Major**	
None	22	Arts	8
1-15	23	Biological Science	1
16-25	9	Business	38
26-35	16	Computers	2
Over 35	32	Education	9
		Engineering	5
Credits Fall Semester		Health	12
None	40	Humanities	4
1-3	20	Physical Science	5
4-6	19	Professional	1
7-9	5	Social Science	10
10-12	9	Undecided	4
Over 12	8		
	$\bar{x}$=6.1*		
Credits Spring Semester		**Saturday Classes this Semester**	
None or Audit	1	One	93
1-3	24	Two	7
4-6	32		
7-9	17		
10-12	10		
Over 12	16		
	$\bar{x}$=7.3		

*The mean does not include students who weren't enrolled in Fall 1984.

Last Fall (1984) 40% of the students had not been enrolled at UWC-Waukesha County at all. This 40% includes new and re-entry students. Those who were enrolled in Fall 1984 were carrying an average of 6.1 credits each, while the average credit load for Spring was 7.3 credits. Continuing students increased their credit loads by more than one credit each on the average. Thus, the Saturday program attracted 22% beginning students and 18% re-entering students, most of whom increased their credit load.

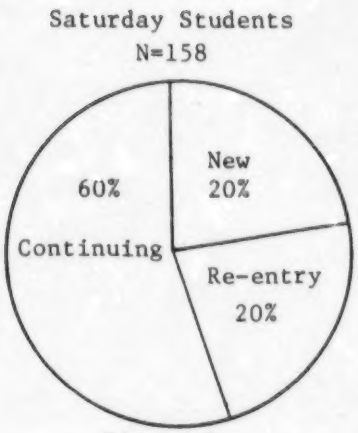

Figure 2

Table 2 also shows that the largest number of Saturday students are majoring in business, health and social science, followed by education and the arts. Although there was thought to be interest in a schedule that would allow a student to take two or three Saturday classes, an overwhelming 93% of the students were enrolled in only one Saturday class.

These data probably should not be interpreted to mean that students don't want to take two classes on Saturday. One reason is that two of the classes were held off campus; these students could not have enrolled in a second class because of the location and schedule. In addition, although ten classes were offered, one (Art) lasted all day, and only three were available in the afternoon. Thus students had very limited opportunities for signing up for two classes they wanted on Saturday. Perhaps they are not interested in a full day of classes on Saturday, but only a more expansive Saturday program with several classes in each time slot would definitively test the appeal of a full day of classes on Saturday.

Patterns of Attending Class and Future Plans

Knowing how often the Saturday student appears on campus during the week is important because these patterns can affect the need for support services on weekends. Thus students were asked about their frequency (or expected frequency) of their return to campus Monday through Friday. Table 3 shows that the majority of Saturday students do return to campus during the week, many more than once, to attend day or evening classes and/or to use the library.

TABLE 3
PATTERNS OF ATTENDANCE

Number of Times at Campus Monday through Friday	Percentage (N=158)	Reason for Coming to Campus *	Percentage (N=112)
Not at all	29	Attend day class(es)	41
Once	22	Attend night class(es)	46
Twice	24	Use the library	36
More than twice	26	Use computer terminals	14
		Other	5

*More than one response possible

Yet 29% come to campus only on Saturdays and 46% who do return during the week do so only in the evening. The majority of Saturday students, then, will need to have all support services available outside of regular weekday hours, preferably on Saturdays.

Table 4 shows students' degree plans. While a small percentage have no degree plans, the vast majority (87%) see themselves as pursuing a degree, in most cases eventually at a four-year institution. Twenty-two percent desire a master's degree.

TABLE 4
PLANS FOR DEGREE*
(N=158)

Plans for a Degree	Percentage
No plans now	13
Associate of Arts	7
Associate of Science	5
Bachelor's Degree	39
Bachelor's of Business Administration	14
Master's	12
Master's of Business Administration	10

*Students were asked to choose only one response.

Questions that ask students about educational need in terms of associate degrees may be somewhat misleading because many students are not familiar with these degrees. Nevertheless, it seem clear in Table 5 that few students expect to finish the two-year program while attending only on Saturdays but

that one-third consider it very important to be able to complete a degree with an evening/Saturday schedule. Another 27% consider that goal "somewhat" important. Special analysis (not shown here) of the students who attend classes only on Saturday and evenings shows that 47% regard it as very important that they be able to finish an associate degree on a nontraditional schedule.

TABLE 5
IMPORTANCE OF COMPLETING ASSOCIATE DEGREE
(N=158)

Schedule	Percentages		
	Very Important	Somewhat Important	Not Important
By taking classes only on Saturday	16	25	59
By taking a combination of Saturday and evening classes	34	27	40

Student Preferences

Results so far have given a profile of the Saturday students in terms of demographics, educational background and plans, and patterns of attending UWC-Waukesha County. What are their preferences for future Saturday or weekend schedules? A series of items asked students specifically about their preferences.

For Saturday Classes in General. How much did the Saturday class time influence students' decision to take the course? Would many students have enrolled for the same course anyway had it been offered only during the week; indeed, would they have actually preferred a weekday time? Table 6 shows that only 19% of the students say they definitely would have taken the course even had it not been offered on Saturday. Quite a few students (25% and 13%) would "probably not" or "definitely not" have enrolled in the course but for the Saturday time. Table 6 also shows how many students -- 74%-- would not have preferred a weekday (Monday through Friday) time for the course.

TABLE 6
STUDENT PREFERENCES FOR SATURDAY CLASSES

Responses	Percentages: All Saturday Students (N=158)	Saturday Students Also Taking Day Classes (N=46)	Saturday Students Also Taking Evening Classes (N=51)
Would have taken this course if not on Saturday			
Definitely	19	24	20
Probably yes	43	52	43
Probably not	25	17	22
Definitely not	13	7	16
Would have preferred a weekday time for this course			
Yes	26	45	29
No	74	54	71

Even when we consider the responses of Saturday students who are also taking classes during the week daytime, we see that 54% of them would not have preferred a weekday time for the Saturday class they took. Thus many day students who might have been thought to be taking a Saturday class under duress actually expressed a preference for a Saturday class time over a weekday time. Nevertheless, the vast majority of day students say they would have taken the course anyway, even if it had not been offered on Saturday.

For Class Times Other Than Saturday. Table 7 gives some insight into times other than Saturday when students stated they could attend class. Traditional times, such as weekdays during the day or late afternoon, are impossible for about half the Saturday students. Sunday morning or afternoon, certainly a nontraditional possibility for class time, is impossible for substantial percentages of Saturday students, and many more would prefer not to attend classes on Sunday. Clearly, evenings (with the exception of Friday

evening, which is more unpopular than Sunday afternoon) emerge as the prime time that students can attend classes besides Saturday.

TABLE 7
PREFERENCES FOR CLASS TIMES BESIDES SATURDAY
(N=158)

Other times possible to attend UWC-Waukesha	Percentages		
	Impossible	Possible But Prefer Not to	Preferable
Weekdays, 8 AM - 4 PM	50	15	35
Weekdays, 4 - 6 PM	50	31	19
Weekday evenings, 6 - 10 PM	10	32	58
Sunday, 8 AM - Noon	36	39	25
Sunday, 1 - 5 PM	27	41	33
Friday evening	32	45	23

For Weekend Times. Of the weekend options shown in Table 8, Saturday morning is the most popular. While only 20% prefer Saturday afternoon, 57% chose it as their first or second option, so if there are to be two weekend time slots, Saturday afternoon should be the second one for these students.

TABLE 8
SCHEDULING PREFERENCES FOR WEEKEND CLASSES
(N=158)

Future Weekend Course Preference	Percentages		
	1st Choice	2nd Choice	3rd Choice
Fri. evening & Sat.-weekly	5	5	13
Sat. morning-weekly	59	23	7
Sat. afternoon-weekly	20	37	20
Sat.-every other week	6	17	24
Sat. & Sun.-every other week	3	8	20
Sunday-weekly	3	8	16
No preference	3	3	10

For Time of Day on Saturday. Students were asked to write in the time of day they preferred to start Saturday morning and afternoon classes. The most popular times are 9:00 AM for the morning class and 1:00 PM for the afternoon class, as Table 9 shows.

TABLE 9
PREFERENCES FOR TIME OF DAY ON SATURDAY
(N=158)

Best time--AM	Percentage	Best time--PM	Percentage
9 AM	35	1 PM	44
8 AM	23	Noon	30
10 AM	23	12:30 PM	18
Other	20	2 PM	5
		Other	3

For Combining Saturday Classes with Others. Finally, students were asked about their preferences for having a third time slot available during the weekend to allow enrollment in three courses. Table 10 shows that most

TABLE 10
PREFERENCES FOR COMBINING SATURDAY CLASSES WITH OTHERS
(N=158)

Responses	Percentage
Would like to take a third class during weekend	(N=158)
No	66
Yes	28
Maybe	7
Interested in a course that meets both once a week and also Saturday	(N=158)
Yes	38
No	62
Evening most convenient to combine with Saturday	(N=54)
Monday	22
Tuesday	20
Wednesday	37
Thursday	13
Friday	7

students were not interested in taking three classes during the weekend, not surprising since few are even taking two now. Most students were not interested in having a course meet once during the week and also Saturday. However, the question is somewhat misleading. If students are given a choice of one or two class meetings per week, they generally choose one. If a class were offered one night a week and Saturday, it would be as an alternative to two nights a week. So, ideally the question should have been put this way: "If a particular class such a lab science must have at least two meeting per week, would you prefer two evenings or one evening and Saturday?" For the 38% who did express interest in the evening-Saturday combination, Wednesday is preferred by the most students. Friday evening, again, emerges as a notably unpopular time for classes.

For Courses. The types of courses students would like to see offered on Saturday are shown in Table 11. About half of the students would like math to be offered on Saturday (although the exact courses need to be determined) and almost half desire a humanities course. Business and computer science are the next most popular choices.

TABLE 11
COURSE PREFERENCES FOR SATURDAY CLASS
(N=158)

Area	Percentage*
Math	49
Humanities	46
Business	44
Computer Science	40
Social Science	35
Communication Arts	34
Natural Science (with lab)	29
Arts	27
Natural Science (without lab)	21
Composition	16
Other	10

*Percentages total more than 100% since respondents could check more than one choice.

Perceived Problems and Benefits of Saturday Class Times

Overall, 80% of the Saturday students definitely or probably would enroll for a Saturday class again, which suggests satisfaction with the arrangement and a continuing clientele for Saturday classes. Few students checked even one of the possible problems presented in Table 12. Sixteen percent indicated that having only one class offered at the (off-campus) site they were attending was a problem; unfortunately, these sites are libraries that probably could not make their meeting rooms available for two classes on a Saturday. Many students wrote in some "other" problem, such as lack of course variety (5 comments), bookstore closed (3 comments), no public transportation (2 comments), distance to class (2 comments) and several miscellaneous problems.

TABLE 12
PERCEIVED PROBLEMS, BENEFITS OF SATURDAY CLASS TIME
(N=158)

Responses	Percentage
Plan on Saturday class again	
Definitely yes	29
Probably yes	51
Probably not	18
Definitely not	1
Problems as a Saturday student*	
Only one class offered at location	16
Sense of isolation	11
Little contact with faculty	5
Class off campus	5
Other	16
Benefits as a Saturday student*	
Saturday class fits schedule	79
Parking is easier	62
Don't attend class after work	44
Can take more credits	33
Other	11

*Does not add to 100% because respondents could check more than one option.

More students checked choices from a list of possible benefits than from the list of problems. The most frequently-checked benefits were the Saturday class fitting their schedule and the ease of parking. A few students wrote in other benefits, such as "Saturday morning class means I'm recently refreshed with sleep vs. night classes when I'm tired," or "my husband is home to care for children--no need for child care," or "more room in the Commons."

Further insight into students' impressions of and needs for the Saturday program can be gained from considering their free responses. They were asked: "Please make any suggestions you have for ways that the faculty and staff at UWC-Waukesha County could improve the Saturday program." Their eighty-six separate comments were categorized into groups, presented below. The comments appear in Appendix B as the students wrote them.

Offer More Course Variety (20 comments). Most frequently, students suggested offering a greater variety of courses. One person commented: "At this rate it could take forever to get a degree." Another noted: "I'm finding it will be very difficult to receive my Associate Degree in communications with the classes that are offered on evenings and weekends."

Request for Specific Type of Course (18 comments). Closely related to course variety was the request for a specific type of course. These courses and the frequency of mention were: math (7), UW-Whitewater extension or MBA* (2), physical science (2), biology with lab (1), business (2), art (1), education (1), physical education (1), economics and accounting offered in same semester (1), prerequisite courses (1) and associate degree courses (1).

Satisfaction with Saturday Program (11 comments). Although the question posed to students asked for suggestions for improvements, the third-most

---

*UW-Whitewater offers courses for a BBA and an MBA at UWC-Waukesha County in the evening; some students want this program available on Saturday.

frequent category of comments expressed satisfaction with the Saturday program. "Very nice as it stands," "I was not interested at first, but it has made things much easier," and "the expanded program this spring is great--keep growing" are examples of comments. Some students picked out aspects of the program they particularly appreciated, such as library hours, the coffee available near the library, and the faculty time available.

Change in Class Time, Location (11 comments). A small number of comments suggested a change in location or time of the Saturday, but no pattern emerged. Several students wanted the classes to start earlier while about as many wanted to start later. Several complained about the off-campus location, while others suggested making more courses available off campus. This issue rated comment but no consensus.

Request for More Student Services (10 comments). Another cluster of comments requested certain student services. Some students felt a need for financial aids services, the bookstore, the basic skills program, a more streamlined registration procedure, or more instructor availability for advising. No one service emerged as the most needed.

Marketing Information

Students were asked several questions that would yield information on how the Saturday program should be advertised to prospective students. As Table 13 shows, by far the most effective method of publicizing the Saturday class option is the timetable mailer. The mailer, with a cover graphic featuring Saturday and evening courses, was sent to every household in Waukesha County.

TABLE 13
HOW STUDENTS HEARD OF SATURDAY CLASSES
(N=158)

Information Channel*	Percentage
Timetable Mailer	61
Flier	34
Other	17
Friend	8
Newspaper Ad	7
Radio Ad	2

*Students were asked to check all that applied.

Fliers handed out in classes proved to be the second-most effective effort. Sixteen percent of the Saturday students heard of the Saturday class program through some channel not listed in Table 13, including an instructor or administrator (6 comments), UW-Whitewater (2 comments), school schedule (3 comments), own investigation (2 comments), and miscellaneous.

Table 14 clearly shows that most students did not attend the precourse sessions designed to introduce them to the Saturday class program. Those few that attended rated the session as very or somewhat helpful. Placement testing was the best attended of the sessions, but the large majority did not attend. When students wrote free responses to the question "What pre-enrollment information would be helpful to you?," they mentioned information related to courses, such as the content and workload of the course (4 comments), required courses for degrees (4 comments), location--on or off campus--of the course (2 comments) or whether the course was closed or not (1 comment). Several students wrote that the pre-enrollment information was "OK, as is" (7 comments) or that the timetable was all they needed (3 comments).

TABLE 14
ATTENDANCE AT PRECOURSE SESSIONS
(N=158)

Sessions	Percentage			
	Very Helpful	Somewhat Helpful	Not Helpful	Did Not Attend
Introduction Informational Session	3	3	0	93
Placement Testing	3	8	1	88
New Student Orientation	1	3	0	96
Advising and Orientation	3	3	1	93

While many students declined to attended these pre-college sessions because they did not need them as continuing or even re-entry students, many, including the 22% new students, did need them but avoided them anyway.

Students with Employer-Paid Tuition

Twenty percent of the Saturday class students were having their tuition paid by their employer. Twenty area employers, including banks, medical centers, and manufacturing firms, were reimbursing students.

IV. CONCLUSIONS AND RECOMMENDATIONS

Review of Findings

Reviewing results from the survey, it is possible to answer the questions posed about the Saturday class program. The major highlights of the study are:

1. The majority of the Saturday students are non-traditional aged students, employed full time. About two-thirds are women.

2. Saturday students are a combination of continuing students, new students, and students who have stopped out for at least a semester. Forty percent of the students attracted to Saturday classes were new or re-entry students not enrolled in the previous semester.

3. Continuing students were carrying more credits with the expanded Saturday program than they had in the Fall 1984 semester.

4. Most Saturday students have plans for at least a bachelor's degree.

5. Most Saturday students are returning to campus during the week to take other courses. Few have enrolled in two Saturday classes.

6. Saturday students showed a preference for Saturday morning class times over other possibilities. While traditional day or late afternoon time are impossible for them, most can attend evening classes.

7. Most Saturday students say they intend to take another Saturday class; they wrote many favorable comments about the program.

8. Overwhelmingly, Saturday students want to see a greater variety of courses offered on Saturday, including, in particular, a math course.

9. The timetable mailer was by far the most effective method of informing students about the Saturday program.

One of the concerns about the Saturday program is that it may simply draw students away from weekday classes without offering any benefits to students or the institution. However, 40% of the Saturday students did not even attend the previous semester; it is not unreasonable to think that the flexibility offered by a Saturday time may have helped them to begin or reenter college. Moreover, Saturday students who had been enrolled the previous semester were able to increase their credit load. And the majority of Saturday students would not have preferred a weekday (Monday-Friday) time for the class. A program that is attracting new students, helping current students to get

through college faster, and is demonstrating sensitivity to student preferences offers benefits to the institution and to students. Thus the Saturday program appears to be doing more than reshuffling students from one time slot to another to no purpose.

Certainly, there are limitations to the survey. We have considered only the responses of Saturday students, who are a small part of the total enrollment at UWC-Waukesha County. We do not suggest that findings about their preferences be generalized to other students. Further, the findings of this study are based on students' self-report. Students have hypothesized about course times they would or would not like. How many of them would change their minds after actually trying out some of the options, like the respondent who commented, "I didn't think I would like the Saturday time, but it has worked out well."

Recommendations

Responses to almost every item on the questionnaire can be used to generate a recommendation about a particular concern about the Saturday program. For instance, the question "What is the best time to begin class on Saturday?" can be readily answered by referring to the data. We have tried to make more broad-based recommendations concerning the program as a whole in the following section, while realizing many more specific recommendations could be made.

1. The Saturday program is serving a non-traditional group of students who clearly appreciate the opportunity to take a class on Saturday. Since many are pursuing degrees and have indicated that they will again take Saturday classes, there will be a continuing need for the Saturday program. Therefore, Saturday classes should be continued at UWC-Waukesha County.

2. Students often mentioned needing a greater choice of courses on Saturday; they also were concerned about being able to take specific courses they need for their degrees or their plans to transfer. The single greatest improvement that could be made in the Saturday program is to offer a larger variety of courses. Of course, the needs of the Saturday students must be weighed against the needs of the majority of (daytime) students at UWC-Waukesha County. Clearly, a math course should be offered on Saturday as should as many other of the courses mentioned by students as can be feasibly offered. In other words, expansion of the Saturday course offerings would undoubtedly benefit the Saturday students.

3. Results clearly show that the majority of Saturday students would not have preferred a weekday time for their Saturday class. However, until more is learned about the preferences of other (weekday and evening) students regarding Saturday classes, students probably should have an alternative to the Saturday time for each course. Therefore, as far as possible, classes for which the campus offers only one section in a semester should not normally or regularly be offered on Saturday.

4. Students did not seem nearly as concerned about student services as they did about course variety; nevertheless, some improvements in services should be made insofar as possible. Arranging for the bookstore to be open for several hours on the first few Saturdays, allowing registration for all classes (weekend, day and evening) at one time, and having the bursar's office open on Saturday are examples of services students have requested. Special attempts to make students comfortable, such as offering coffee near the library, have been noticed and appreciated by students.

5. The January pre-enrollment sessions obviously were not used by most Saturday students. Perhaps because a large number are continuing students or reentering stop-out students, they did not need an orientation session. Yet 22% of the Saturday students enrolled with no previous college credit at UWC-Waukesha County, which suggests that they need the programs they did not attend. Even some continuing students expressed a need for more information about credit by exam, university fees, and deadlines. At any rate, the January sessions clearly are not serving the majority of Saturday students. The campus needs to continue to work on ways to provide the pre-college information that adults students need in a way they will accept. Much of the information students mentioned a need for in this survey was available in the session they did not attend, so the challenge is getting them to the informational meetings without setting up barriers that keep them from attending college.

6. Several methods of expanding the Saturday class program appear to be of little interest to students. Only a minority expressed interest in such innovations as Sunday classes, a Friday evening-Saturday morning format, weekend classes every other weekend, or the opportunity to take a third class on the weekend. Probably energy should not be expended on such developments until more students show an interest in alternate formats. However, the actual numbers of students showing interest in an innovation should be considered to see how many students could be served by a change.

7. The off-campus vs. on-campus location is an issue raised by the study but not answered by it. Is the off-campus location a help or a hindrance? Students' comments were mixed. On one hand, some wished the off-campus course had been held on campus so that they could have

taken a second Saturday class. On the other hand, some wanted more classes available off campus, especially lab sciences. A future survey could ask students directly about their preferences for location. It could be that the off-campus location is actually decreasing enrollment in the courses offered there, or it may be just the opposite.

8. Several recommendations for marketing the Saturday program can be made. The timetable mailing could be expanded since it was, by far, the most effective way students heard about the program. Promoting the program through UW-Whitewater would be a possibility. Certainly, many students are receiving their information through "word-of-mouth" so instructors and other personnel at UWC-Waukesha County should be kept up-to-date on the Saturday program, particularly if it expands.
9. Since 20% of the students were getting their tuition paid by their employers, promotion with local companies might attract more such students. Company personnel managers (particularly those from the list of companies known to pay tuition) could receive Saturday class information, personal briefings from UWC-Waukesha County staff or material for the company newsletter. The campus might find a number of ways to work more closely with employers who provide tuition aid.
10. Promotional material might borrow results directly from this study. Students' favorable comments about the Saturday class program could be incorporated directly into the timetable, brochures, or other UWC-Waukesha County publications. As a greater variety of courses becomes available, this variety should be advertised.
11. While past enrollment data may be the best aid to deciding what courses will succeed on Saturday, students' indications of what courses they would like to see offered are important. Perhaps a

brief survey focusing primarily on students' needs for courses could be managed each semester. This procedure would allow UWC-Waukesha County to keep in touch with students' course desires. In the present study, for instance, the desire for a Saturday math class might have gone undiscovered but for the survey. Another possibility for a supplemental survey would be to survey evening students (using variations of the items in the present survey) to assess interest in Saturday classes. In fact, this step was taken in Spring 1985 and the results are shown in Appendix C.

Implications for Other UW Campuses

The recommendations above apply to the Saturday program at UWC-Waukesha County but they may also interest other UW campuses. What works at one campus may work at another.

Certainly, UWC-Waukesha County is in a particular situation and location that make a Saturday class program feasible. It has had a large percentage of adult students for many years. It is located in a large metropolitan area, close to large "white-collar" employers and four-year colleges into which its students can transfer easily. At least partly because of this situation and other socio-economic realities, Saturday classes have been successful at UWC-Waukesha County. UW campuses that find themselves in a similar situation may also want to explore the possibility of Saturday classes.

APPENDIX A

University of Wisconsin Center-Waukesha County

SATURDAY CLASS SURVEY

The results of this survey will help us evaluate our Saturday class program. Your responses will remain completely confidential.

Please read each question and check (✓) your answer. If you have already completed this survey in another Saturday class, simply fill in your name, address and the first three items and return this form to your instructor.

Name: _____

Address: _____

_____

1. Would you have taken this class if it had not been offered on Saturday?

   O Definitely O Probably not
   O Probably yes O Definitely not

2. Would you have preferred a weekday (Monday-Friday) time for this class?

   O No O Yes

3. Is your employer paying your tuition for this course?

   O No O Yes, Employer: _____

4. What is your age? _____

5. Your sex?

   O Male O Female

6. What best describes your present employment status?

   O Unemployed
   O Full-time homemaker
   O Employed part time (1-19 hrs/week)
   O Employed part time (20 to 34 hrs/week)
   O Employed full time (35 or more hrs/week)

7. What is your marital status?

   O Single O Married

8. How far do you travel from your home to this class? _____ miles one way

9. How many college credits have you completed (including any transferred credits) at UWC-Waukesha?

   _____ credits

10. Major field of interest: _____

11. Which best describes your plans for a degree?

O I have no plans now
O Associate of Arts (A.A.)
O Associate of Science (A.S.)
O Bachelor's degree
O Bachelor's of Business Administration (B.B.A.)
O Master's
O Master's of Business Administration (M.B.A.)

12. How many credits did you take last semester (Fall '84)? _____ credits

13. How many credits are you taking this semester (Spring '85)? _____ credits

14. How many Saturday courses are you taking now?

O One O Two

15. How did you hear about this class? Check all that apply.

O Flier
O Friend
O Newspaper ad
O Postcard
O Radio ad
O Timetable mailer
O Other (Please specify) _____

16. How helpful were the following precourse sessions? If you did not attend a session, please check the column on the far right.

	Very Helpful	Somewhat Helpful	Not Helpful	Did Not Attend
a. Introductory informational session held November 17	O	O	O	O
b. Placement testing and advising session held December 1, 15, or January 5 ..	O	O	O	O
c. New student orientation session held January 12	O	O	O	O
d. Advising/Orientation held on January 10 or 11	O	O	O	O

What pre-enrollment information would be helpful to you?

_____

_____

_____

17. How often do you return (or anticipate returning) to the campus Monday through Friday?

O Not at all [GO TO QUESTION 19]
O Once
O Twice
O More than twice

18. Why do you come to campus Monday through Friday? (Please check all that apply.)

O To attend a day class(es)
O To attend a night class(es)
O To use the library
O To use the computer terminals
O Other: _____

19. Have any of the following been a problem for you as a Saturday student? (Please check all that apply.)

O Not enough contact with faculty
O Sense of isolation from campus life
O Having class off campus
O Would like chance to take more than one Saturday class, but only one is offered at this off campus location
O Other: _____

20. Which of the following benefits are you experiencing as a Saturday student? (Please check all that apply.)

O Don't have to attend class after work
O Saturday class fits my schedule better
O Parking is easier
O Can take more credits with Saturday class(es)
O Other: _____

21. How important is it that you be able to complete an Associate Degree by taking classes only on Saturday?

O Very important O Somewhat important O Not important

22. How important is it that you be able to complete an Associate Degree by taking a combination of Saturday and evening classes?

O Very important O Somewhat important O Not important

23. Check all areas in which you would be interested in taking Saturday courses.

O Arts (music, visual art, drama, etc.)
O Communication Arts
O Composition
O Business-Economics (accounting, etc.)
O Computer Science
O Humanities
O Math
O Natural Science (with lab)
O Natural Science (without lab)
O Social Science
O Other: _____

24. Besides Saturday, at what other times could you attend classes at UWC-Waukesha?

	No, Impossible	Possible but Would Prefer Not to	Yes, Preferable
a. Weekdays between 8 AM-4 PM	O	O	O
b. Weekday afternoons between 4-6 PM ...	O	O	O
c. Weekday evenings between 6-10 PM	O	O	O
d. Sunday 8 AM-Noon	O	O	O
e. Sunday 1 PM-5 PM	O	O	O
f. Friday evening	O	O	O

25. If you were to take a weekend course in the future, which would you prefer? Write the number of your first, second and third choices in the appropriate boxes.

1=Friday evening and Saturday--weekly
2=Saturday morning class--weekly
3=Saturday afternoon class--weekly
4=Saturday--every other week
5=Saturday & Sunday--every other week
6=Sunday--weekly
7=No preference

☐ First choice ☐ Second choice ☐ Third Choice

26. What is the best time for you to begin a Saturday morning class? Please write in a time or check no preference.

_____ a.m. O No preference

27. What is the best time for you to begin a Saturday afternoon class? Please write in a time or check no preference.

_____ p.m. O No preference

28. It is currently possible to take two Saturday classes, one in the morning and one in the afternoon. Would you like the schedule arranged so that you could take a third class during the weekend?

O No
O Yes
O Yes, if _____

29. Would you be interested in taking a course that meets both one evening a week and also Saturday?

O Yes
O No GO TO QUESTION #31.

30. Which evening would be the most convenient for you to combine with Saturday? Please check only one.

O Monday
O Tuesday
O Wednesday
O Thursday
O Friday

31. Do you plan to take a Saturday class again?

O Definitely yes
O Probably yes
O Probably not
O Definitely not

32. Please make any suggestions you have for ways that the faculty and staff at UWC-Waukesha could improve the Saturday program.

_____

_____

_____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!

WAC:1/85

APPENDIX B

Free Responses

PLEASE MAKE ANY SUGGESTIONS YOU HAVE FOR WAYS THAT THE FACULTY AND STAFF AT UWC-WAUKESHA COULD IMPROVE THE SATURDAY PROGRAM.

Greater Variety of Courses

A lot of the courses I am interested in are not offered on Saturdays. A better selection would be helpful. At this rate it could take forever to get a degree.

Add more basic classes.

Continue to promote the Saturday program so that it can expand making a greater variety of classes available.

Greater selection of Saturday classes.

Have more classes.

I think the most important thing is to give variety on Saturday. I can live with early hours better than staying late after work.

Keep the program varied to include all areas of study.

Make more courses available for those that have to work all week long. I was not interested at first, but it has made things much easier.

More class offerings.

More of a variety of available classes.

Offer a better selection of classes.

Offer a wider variety of classes. I'm finding it will be very difficult to receive my Assoc. degree in comm. with the classes that are offered on evenings and weekends.

Offer more classes.

Offer more summer courses at night and weekend.

Offer wider choice of programs.

Offer wider variety of classes.

Please make a wider variety of classes available to us.

Provide more classes

It would be great if there were courses on Saturdays in all areas of study. Work on a better variety of major courses of study.

Request for Specific Type of Course

Be sure to offer the required classes for A.A. and A.S. degrees.

Better or more varied course selection especially in math and other required courses.

Bring Purchasing course into curriculum.

Curriculum could offer classes that were more advanced-barely anything available beyond first year courses.

Calculus courses bi-weekly and Saturday (5 credit). Physics the same.

Have math on Saturday.

I wish that you would offer more education credits for teachers who are trying to pick up credits for their systems or the DPI.

In spring no prerequisite classes for beginning math or first semester psychology were offered. On evening or Saturday schedule would have been a preference or a second class if it would have been offered. Biology with lab on Sat. afternoon also.

Include more math classes, art classes.

Make Econ. and Accounting both available on weekends or both available on evenings to be taken in same semester.

UW Whitewater extension classes.

Offer UW-Whitewater MBA classes on Saturdays.

Offer more courses required for associates degree: Math, Science, History, Business, etc.

Offer more of the academics such as the maths and sciences.

Please offer some physical education for credit.

MAT 211 on Sat AM would work well.

Try to offer a few more business courses.

I'd like to see some math offered on Sat. also.

Satisfaction with Saturday Program

Fine so far.

Fine the way it is.

I am very much satisfied of the time that the faculty has to offer. I appreciate the library hours.

I feel it is a good idea, and helpful to many students.

I have no problems with the way it is run at present.

I like the set up for this class. (10:30-1:15). This time is ideal for me.

I see no problems and cannot think of any suggestions.

The expanded program this spring is great--keep growing!!!

It appears very nice as it stands.

Sat. AM is a good idea. I could potentially attend a week night and a Sat AM.

I like the 8:00 A.M. class because I am free in afternoon
to take care of other things or to study.

Improve Student Services

Be available on Saturdays for questions and problems. Cannot keep taking off of work to come in days. Also have learning lab open on Saturdays.

Possibly have the bookstore open (perhaps every other Sat. 11:00 A.M. to 1:00P.M.).

More access to staff and faculty. Bookstore should be open for part of the day.

Provide coffee.

I would like to see instructors have more office hours.

Some counseling by appointment on Saturdays before registration so I can make correct decisions on courses for my intended major that will transfer to UW Milwaukee.

The coffee idea - by the library - Great idea! Book store should be open! Student Services open and accounts payable office open too.

Turn up the heat in the class rooms!!

When registration is offered to new students it would be nice to be able to register for all classes (weekday, evening, and Saturday) at one time!

It is very important that the student services, in particular, the financial aids branch be open to accommodate the needs of students who are on rigid schedules. I could not handle my business affairs during the first week of classes due to the aids office schedule conflicting with my class schedule. Such bureaucracy is nonsense for an institution in view of its intent to meet needs of non-traditional students. I realize there is strong pressure at critical times- i.e. first day of registration etc. - but situations could easily be dealt with individually. It is only necessary to ask if the student can be aided at another time. If they can't - for good reason, then exceptions should be allowed. A position, by campus personnel of "that's the policy," or "you'll have to stop some other time" is worthless, impersonal

rhetoric. In addition, this limitation of hours of service increases the pressure during the open times. Then the following week, after these arbitrary times aren't in effect, it is infrequent to find personnel at their desks. When all one needs is a slip authorizing release of a slip so one can receive a check and pay dues, why can only one person release that slip? Aggravating, bureaucratic nonsense. Rather than dealing with the banal queries of this survey, deal with the heart of the problems, such as I have outlined here and as others such as T.B. addressed in several editions of the Observer. I propose that you issue surveys that may give insight of solutions of these problems that affect most, if not all students. I submit, rather than just head-nodding acceptance of problems, solutions could be forthcoming. Thank you for the soapbox.

Change Class Time, Location

Could offer morning and afternoon classes at same off campus location with 1/2 hour - 45 minute break between classes for lunch.

Friday night class would help and Saturday afternoon.

Have this class on campus so we can take another class.

Possibly open a class time on Sunday afternoons.

Start a bit earlier. On campus.

Start slightly later (9:00 A.M.) and forget the breaks, just go straight through and quit a little earlier.

Start the classes at about 10:00 A.M. so we don't have to be here so early.

Teach on campus.

Other than wanting to sleep slightly later than an 8:00 class would allow, no suggestions.

Was interested in the class on speech-making, but it meets at New Berlin Public Library-could have attended if held here.

Make more classes available off campus, especially those with lab (Science courses).

Miscellaneous

I think it's a great idea, however, I go to school all week, and would rather not go Sat. but it was the only time this course was offered.

It's too crowded here. One can't open their book and take notes at the same time.

Too soon to tell.

APPENDIX C

Supplementary Survey of Evening Students

Major Conclusions

This survey was less exhaustive than the one given to Saturday students, but it contained many of the same questions so that the campus would have responses from all of its students who attend evenings and weekends. Like the Saturday survey, it was conducted in all classes and 414 students responded. The major conclusions were:

1. When asked if they would take their evening class on Saturday, the vast majority indicated they would not. Although the majority of evening students are opposed to attending on Saturday, 8% (or 31) definitely would and another 20% (or 80) probably would. These 111 students should be considered along with the Saturday students in future planning for weekend classes.

2. Most evening students indicated that they are not available for weekday classes. Only 7% (or 29) are now taking a Saturday class. The reasons why are not entirely clear. The fact that 111 students expressed an interest in Saturday classes suggests that many may not have taken one because of the limited courses available rather than objection to the Saturday time.

3. Since some courses require a minimum of two class sessions per week, students were asked about having one at night and one on Saturday and which night they would prefer. The vast majority are opposed. On the other hand, the campus does not offer all classes at a time that the majority of students prefer, so the fact that 108 students are favorable to a one-night/Saturday format, is significant.

4. Evening students were asked about multiple Saturday classes. Although the majority of evening students clearly do not want to be forced into Saturday classes, 50 students in the evening program are a potential audience for a full day of Saturday classes.

5. Not surprisingly, Saturday classes would be about as acceptable to most evening students during the summer as during the academic year.

6. The majority of evening students are employed, most of them either full-time or nearly so, presumably in the daytime. They are nearly the same age as are the Saturday students and appear to be fairly young people who have additional career goals to meet and who therefore need more education.

7. While the campus is convenient for a fourth of the students, most are traveling a considerable distance each evening they attend class, which makes both travel time and cost significant for these students.

8. Like Saturday students, evening students overwhelmingly have definite plans for finishing college degrees. Considering the costs to the student in terms of time, efforts, and money, it is striking that so many work away at long-range plans that are several years from beginning to end. About three times as many plan to transfer into UW-Milwaukee as plan to transfer into UW-Whitewater, although both schools offer B.B.A. and M.B.A programs.

9. Seventeen percent (or 69 students) are having tuition paid by their employer. Certainly their employers are important allies in providing higher education. Any steps that will enhance this cooperation, such as providing employers with class schedule information, should be emphasized.

10. As in the Saturday program, two-thirds of the students are women, a significantly higher percentage than in total enrollment, which is 47% men and 53% women. The idea that non-traditional schedules are used primarily by women may come as a surprise to many who assumed that they existed to serve employed men. Obviously, women are a rapidly increasing element in the work force, while at the same time they seek higher education that professional opportunities can require.

11. When asked about majors, evening students indicated business-related majors and medical-related majors. These choices may reflect what is available at the campus to some extent, but the fact that 6% have chosen an Engineering major is interesting because only the most elementary courses are available for the engineer at present. Nursing is also noteworthy; steps need to be taken to see that a few courses are added to the evening schedule so that the nursing curriculum does not have gaps.

12. Students were invited to make any suggestion they wished for improving the Evening/Saturday program. Their responses related to four areas: course offerings, support services, physical facilities, and class times.

13. The final question asked students who are not now in a Saturday class to explain why. Their responses showed that many preferred not to have weekend classes, their work interfered, or they would take a Saturday class if one they needed were offered then.

(Please see the next page for data on which these conclusions are based.)

University of Wisconsin Centers - Waukesha County

Evening Class Survey
N=414

The results of this survey will help us evaluate our Evening Class Program. Your responses will remain completely confidential.

Please read each question and then respond on the card to each statement. Use a soft pencil, preferably a #2, to fill in the card. DO NOT USE A PEN. If you have already completed this survey in another Evening Class, please return this form to your instructor.

1. Would you have taken this class if it had been offered on Saturday?

   8% (31) A - Definitely
   20% (80) B - Probably yes
   37% (150) C - Probably not
   35% (142) D - Definitely not

2. Would you have preferred a weekday (Monday-Friday, 8 am-5 pm) time for this class?

   16% (63) A - Definitely
   17% (69) B - Probably yes
   18% (73) C - Probably not
   49% (200) D - Definitely not

3. Are you taking a Saturday class now?

   7% (30) A - Yes 92% (372) B - No

4. If a course must meet at least two times per week, would you be interested in a course that meets one evening a week and on Saturday?

   7% (27) A - Definitely
   20% (81) B - Probably yes
   39% (154) C - Probably not
   34% (136) D - Definitely not [If C or D, go to #7]

5. Which evening would be the most convenient for you to combine with Saturday?

   N=192
   18% (34) A - Monday
   25% (48) B - Tuesday
   38% (73) C - Wednesday
   17% (33) D - Thursday
   2% (4) E - Friday

6. Would you take more than one class on Saturday: one in the morning and one in the afternoon?

   7% (13) A - Definitely yes
   19% (37) B - Probably yes
   32% (62) C - Probably not
   42% (81) D - Definitely not

7. Would you take a class on Saturday during the summer session?

8% (32) A - Definitely yes
20% (79) B - Probably yes
28% (113) C - Probably not
44% (180) D - Definitely not

8. What best describes your present employment status?

8% (33) A - Unemployed
6% (26) B - Full-time homemaker
17% (68) C - Employed part-time (1-19 hrs/week)
19% (76) D - Employed part-time (20-34 hrs/week)
50% (201) E - Employed full-time (35 or more hrs/week)

9. How far do you travel from your home to this class?

25% (100) A - less than 4 miles
27% (111) B - 5 to 10 miles one way
25% (100) C - 11 to 15 miles one way
20% (81) D - 16 to 25 miles one way
3% (13) E - more than 25 miles one way

10. Which best describes your plans for a degree?

10% (4[illegible]) A - I have no plans now
9% (37) B - Associate Degree
62% (249) C - Bachelor's Degree
18% (74) D - Master's Degree

11. Is your employer paying your tuition for your courses here?

17% (69) A - Yes 83% (335) B - No

12. What is your sex?

64% A - Female 35% B - Male

13. What is your age?

39% (158) A - 18-24
38% (153) B - 25-35
21% (86) C - 36-61
1% (3) D - 62 and over

14. What is your major?

29% (103) Business Administration
24% (86) Medical
6% (22) Engineering
6% (21) Education
4% (15) Comm/Journalism
3% (10) Biology
3% (10) Fine Arts
10% (36) Undecided
15% (52) Other

15. What campus do you expect to attend after UWC-Waukesha?

33% UW-Milwaukee
13% UW-Whitewater
9% Milwaukee County Medical Complex
7% Wisconsin Private Colleges
6% UW-Madison
3% Out of State
2% Other UW campuses
1% Technical Schools
19% Unsure

16. Please make any suggestions you have for ways that the faculty and staff at UWC-Waukesha could improve the Evening/Saturday Program.

Suggestions concerned four areas: course offerings, support services, physical facilities, class times

17. If you are not taking a Saturday class now, why not? (N=324)

50% (162) Prefer not to have a weekend class
28% (91) Work interferes
20% (66) Would take a Saturday class if one I need is offered
2% (5) Already in a Saturday class